NCEE's Blueprint

To graduate students future ready, high performing systems have:

Proficiency-based learning system based on future-ready performance standards, with supports for all students
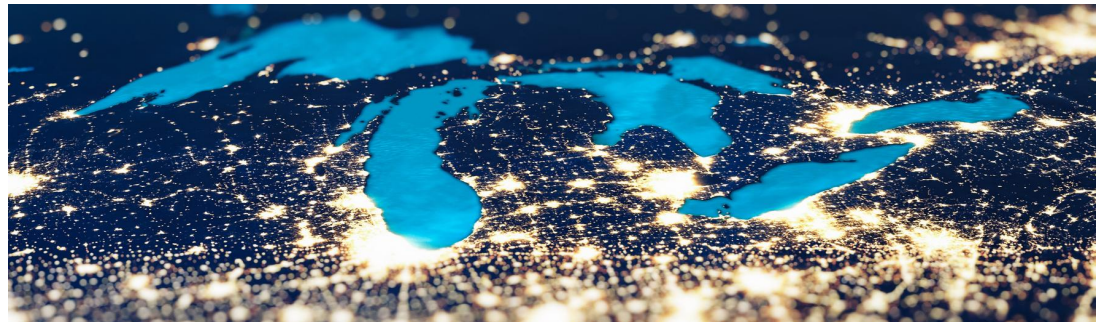
World-class teaching and learning to develop confident and engaged self-directed learners

Aligned and coherent governance focused on accountability for system goals and continuous improvement

Principles to Consider Today

Policy Principles to Consider & Discuss

Moving from a **seat time** measure of attainment to a **competency-based** measure of achievement

Defining a minimum readiness standard that includes **more than just standards for literacy and math** (and that all communities help define)

Rethinking **what** we assess, **how** we assess, and **how often** we assess

Weighing the importance of **early supports** to the success of the entire system

Global to Local Context for MI

U.S. 15-year-olds **lag 30 countries in math**,
8 in reading, and
11 in science
(PISA)

While performing about average, MI's 8th graders **lag 17 states in math** & have declined in reading
(NAEP)

Black, Hispanic, low income students trail White students

White students **trail national peers**
(NAEP)

NAEP Performance in Michigan

Overall

MI is **about the US average in 8th grade**, and slightly below average in 4th grade, over the long term

Double Gap

Black, Hispanic, low income students trail White students

White students trail **national peers**

Proficiency

Less than ⅓ of students in MI are proficient in Math or reading in 4th or 8th grade.
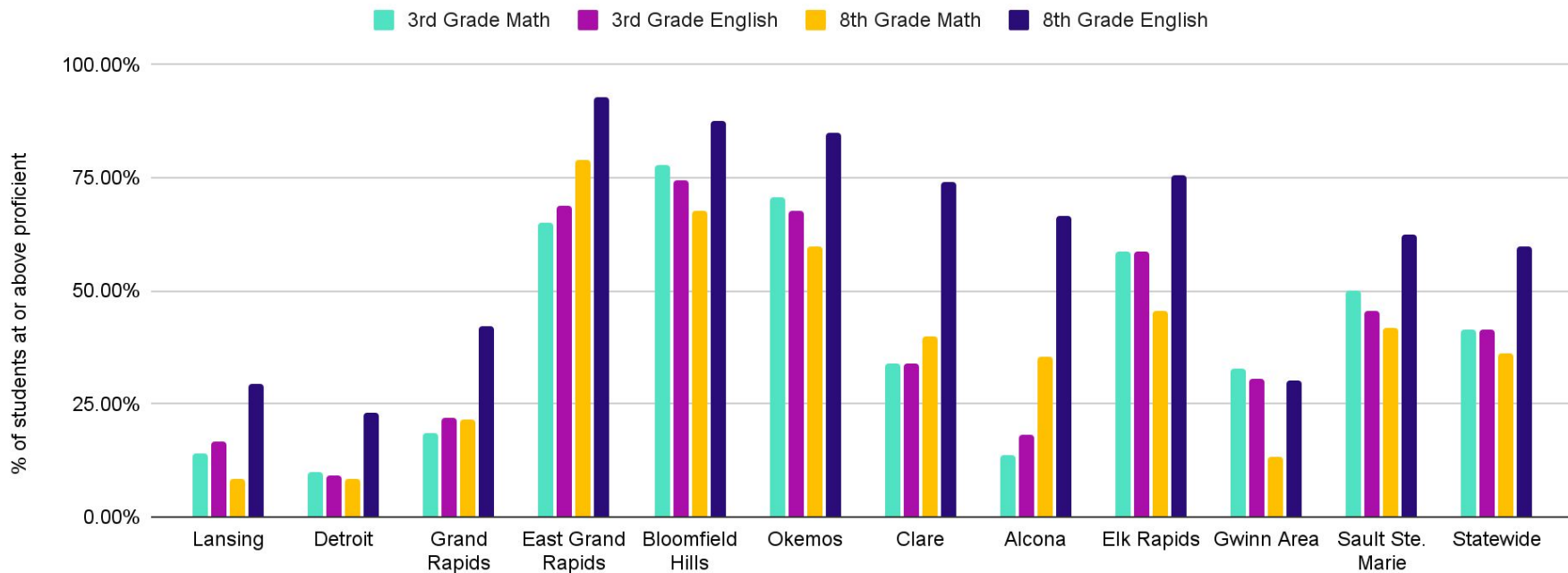
Detroit:

Trails urban district average in 4th grade but average in 8th grade, similar to the state compared to the nation.

Moving Beyond Averages

Comparing performance across MI districts: Percent of students who are proficient on M-STEP

Moving Beyond Averages

Comparing performance across MI districts:
Grade levels MI's 3rd-8th graders are above or below national average

What does this mean for Michigan's graduates?

Throughput analysis graphic here. Start with 100 kids in HS→ 80 graduating high school → 55 kids in 2 or 4 year (different colors) → ?? kids with meaningful credential

Take 2-4 slides for this if needed. Will explain on our call.
E.G. This data: should we make 2022? Will discuss.

Throughput Chart (for HS class of 2020)
- *Are there any reports that have already done this?*
- *Start with MI School Data*
- 123,891 students enter public high schools in 2016
- 82.07% graduate high school in 2020
  - 0.98% earn a GED
  - 7.77% drop out
- 37.2% enroll in a four-year college in Fall 2020
  - 5.4% have to take remedial coursework
  - 80% still enrolled as of 2022 (ABOUT 30 KIDS)
  - Estimated X% earning degree within six years
- 20.7% enroll in a two-year college in Fall 2020
  - 13.4% have to take remedial coursework
 - 1.78% earning degree within two years (ABOUT 7 KIDS)

Note from Jackie:
1) Remediation rates are what the Dept of Ed reports but I have a very hard time believing they are correct as they are WAY below other states. Bridge Michigan had an article in 2021 or 2022 suggesting the rate for two year college was 30%+ which is still suspiciously low but more in the ballpark. MD's remediation rate for two years is 60%, Karen agreed that the Dept of Ed data is likely wrong. Might raise some of this with the group; that MI needs a better data tracking system.
2) I think we might be able to add stuff before HS (% of kids who come to school not ready for K; the % of 3rd graders not on grade level.)
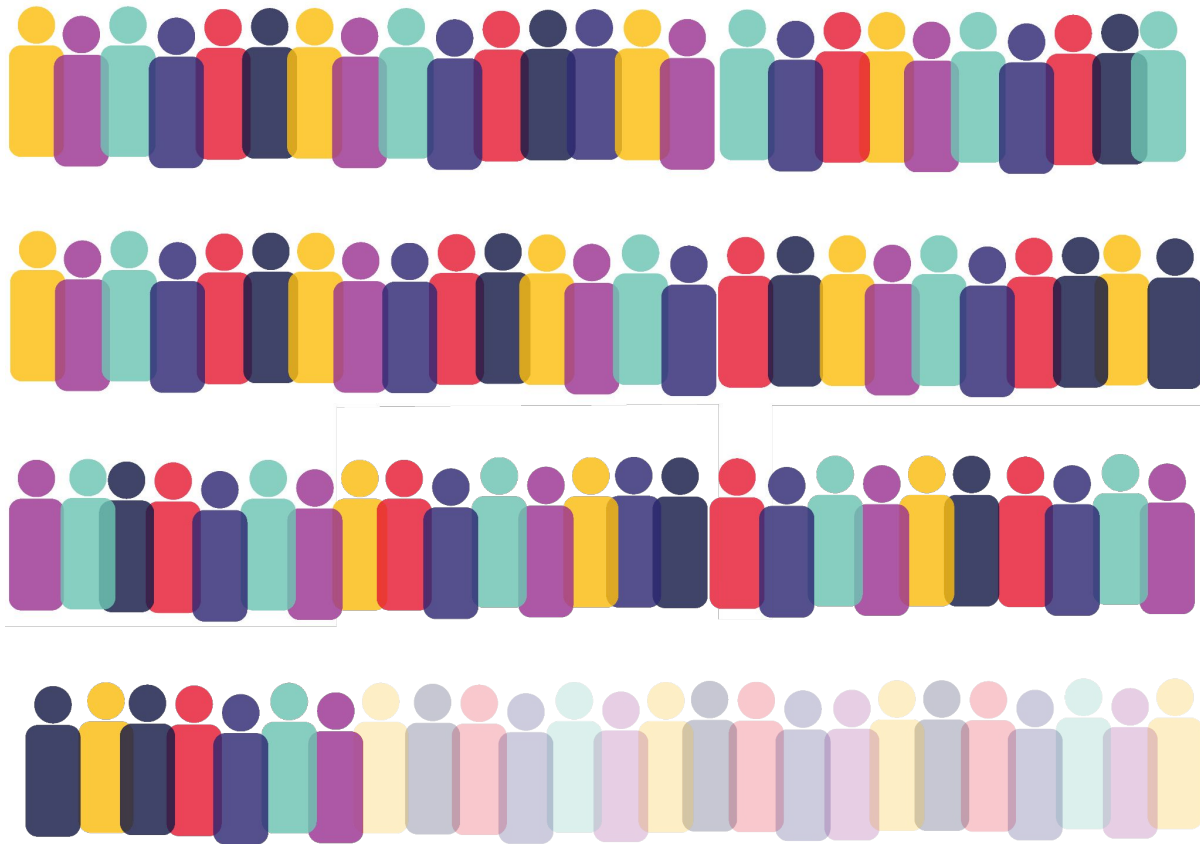
What Does This Mean for MI Youth?

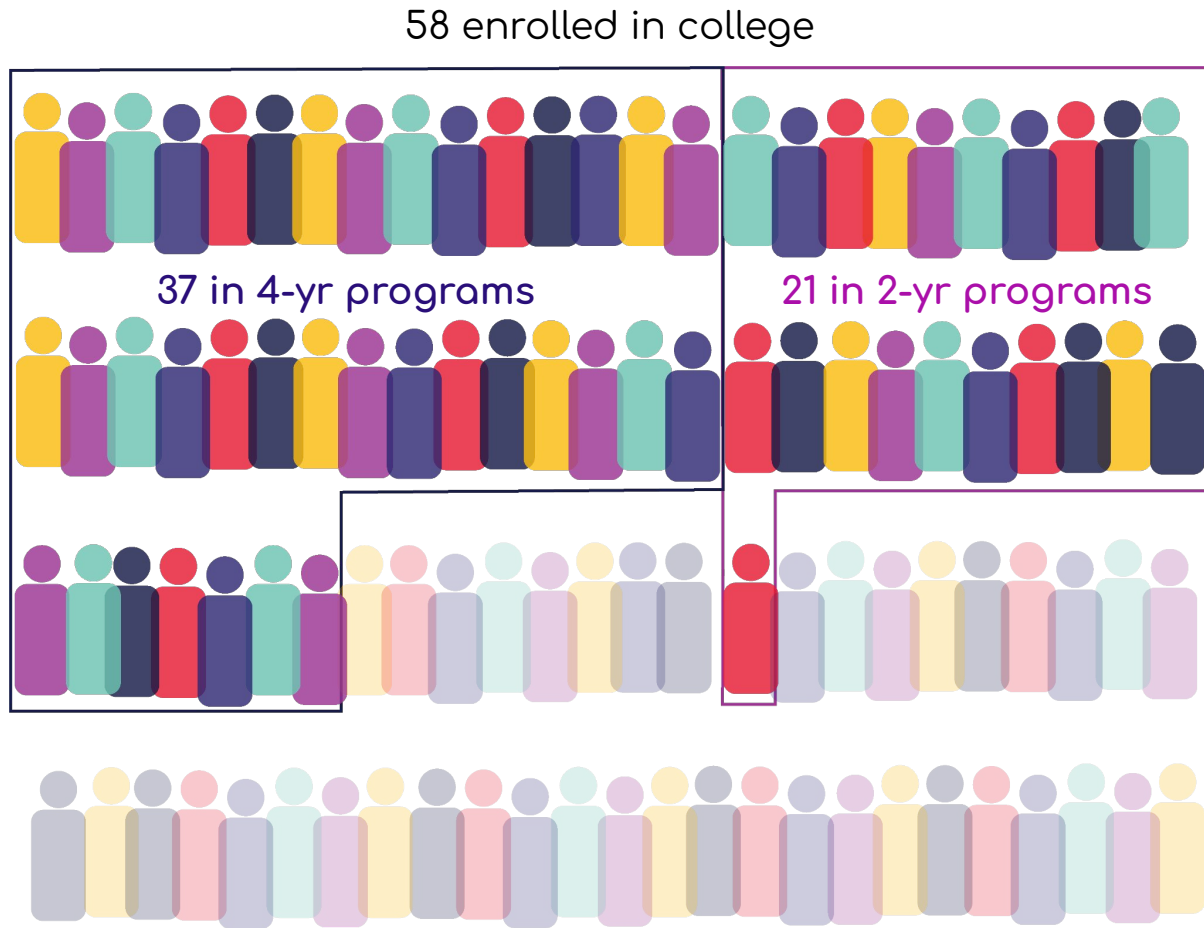For every 100 students who entered 9th grade in 2016
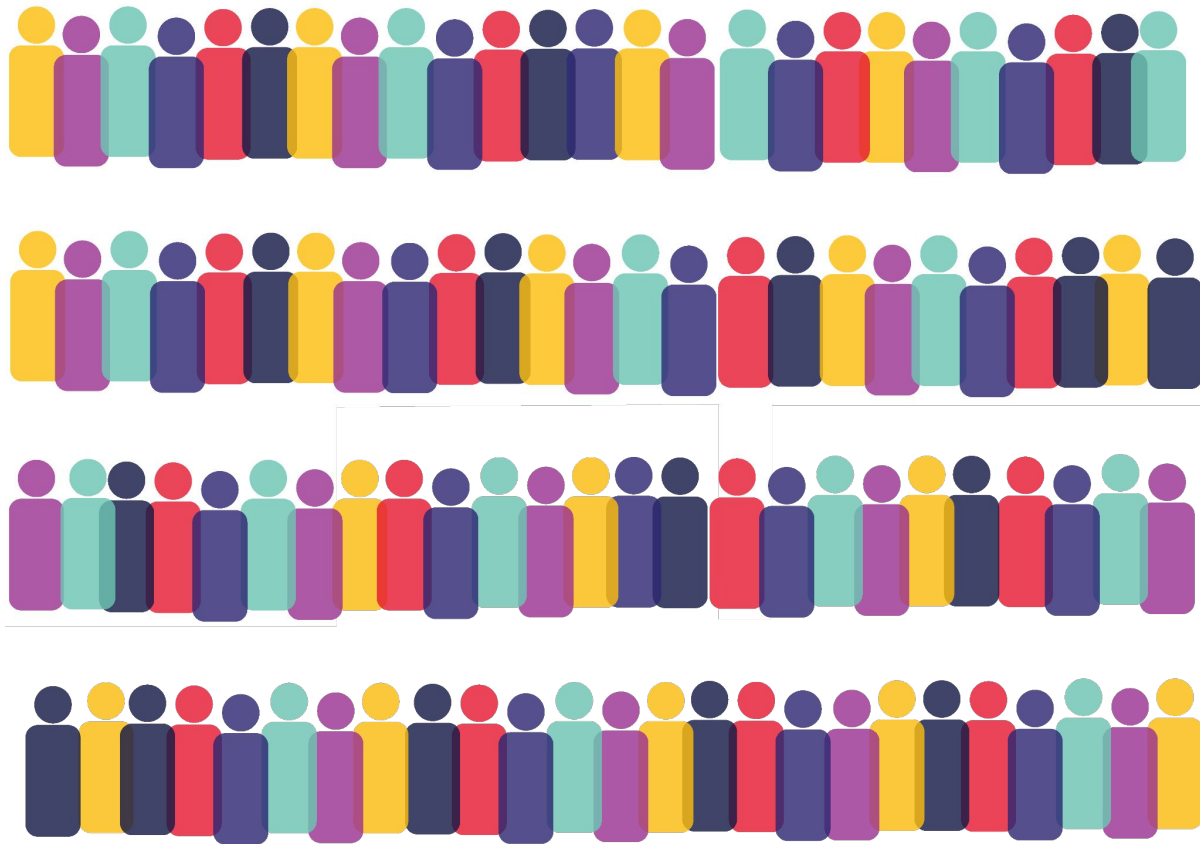
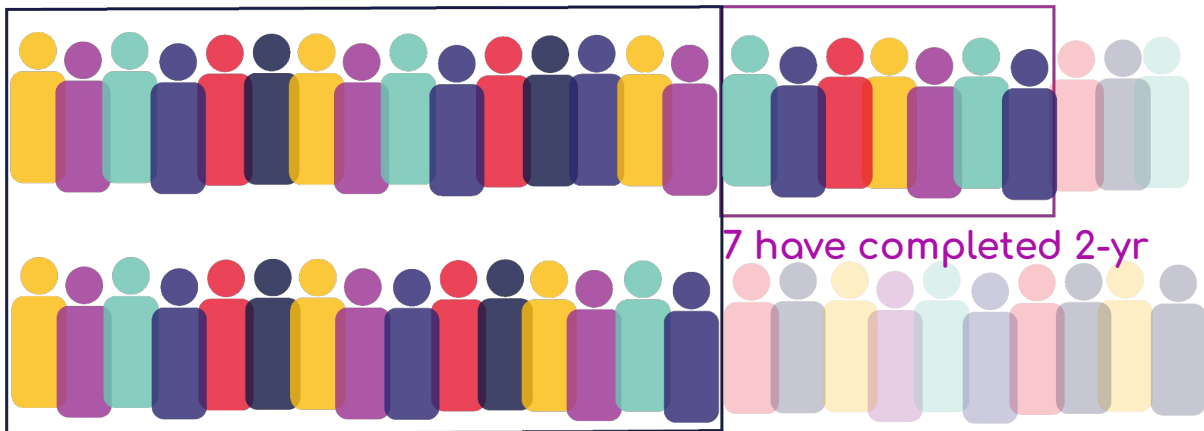# What Does This Mean for MI Youth?

82 graduated high school

What Does This Mean for MI Youth?

58 enrolled in college

37 in 4-yr programs

21 in 2-yr programs

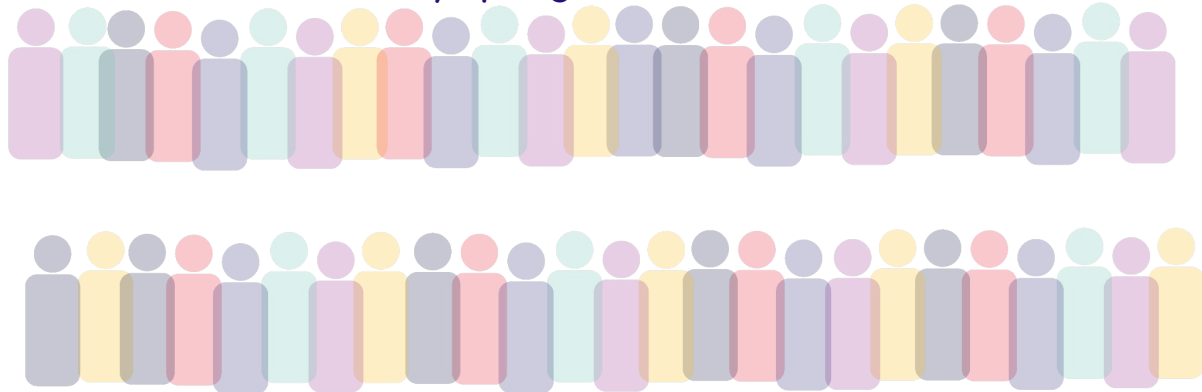*Note: Data for CTE qualifications outside of 2 & 4 year college programs is not available*

What Does This Mean for MI Youth?

37 have finished or are still on-track

7 have completed 2-yr

30 still enrolled in 4-yr programs

Note: Data for CTE qualifications outside of 2 & 4 year college programs is not available

Proficiency-based learning system based on future-ready standards

Students

- Work towards a **clear performance standard**

- Are **assessed for learning** and move on when ready

- Experience a **well-designed curriculum**

- Receive a range of **supports**

A Clear Performance Standard

International Benchmarks

Standards are clear and exemplified by authentic student work

The expectation that all students can reach standard is reflected in design

Benchmarks along the way

Relentless focus on ensuring all students stay on track to that goal

Michigan

Graduation standards and grade progression set individually by over 830 LEAs

No minimum standard for all and "bell-shaped curve" is norm and expectation

M-STEP results are a year too late to help

Escalating intervention only required of the bottom 5% of schools

Assessment for Learning

International Benchmarks

Provide teachers & students clear info about progress & challenges

External assessment only at key levels

Aimed at ensuring students are ready for next level

Students move on when ready and are ready when they move on

Michigan

Teachers & students get late, murky and often conflicting signals re: readiness

State & LEA assessments and grading practices crowd out other information

There is no alignment between passing grades at one level and preparation for next level

Students move on whether ready or not

Well-Designed Curriculum

International Benchmarks

Pedagogically & developmentally appropriate (science of learning)

Targeted at the most important skills & competencies for work & life readiness

With rigorous personalized pathway options for all in HS

Michigan

Curricula & pedagogical approaches (& professional learning) determined by LEA

LEAs, with limited budgets, are forced to prioritize what is tested, which is limited to basic skills and memorization

Rigor of pathways and readiness to travel them is highly correlated with student's geography

Early Learning & Supports

International Benchmarks

Strong focus on early intervention & support, including prior to the 1st year of formal schooling

Ensure readiness for learning

Wraparound services & targeted academic support

Students stay on track and thrive

Michigan

Intervention and wrap-around services are mostly left up to the LEAs (but with state funding)

Significant Great Start & preschool investments are promising, but must be aligned with kindergarten

Proficiency-based Learning System

Global Benchmarks

British Columbia

- Literacy and numeracy across the curriculum

- Big ideas and concepts at each grade level

- New high school cross-curricular exams

- Provincial framework with room for districts to adapt and innovate

Estonia

- Performance standards

- Student-centered & future-focused teaching & learning

- Data informs whole-of-system continuous improvement

Proficiency-based Learning System

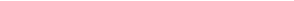## Emerging US Examples

Grand Canyon Diploma in **AZ**

Graduate profile in **Madera, CA**

Empirically-based college and career ready standard in **MD**

Madera, CA

Maryland

Arizona

Proficiency-based Learning System

Building lifelong learning systems, aligned from preschool to upskilling for adults, with access for all

Singapore: Skills Future

Finland: Lifelong Learning

Future Focus